DOCUMENT RESUME

ED 359 610 EA 025 031

TITLE	Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project.
INSTITUTION	North Texas Univ., Denton. Center for the Study of Education Reform.
PUB DATE	Jun 93
NOTE	59p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Family Characteristics; *Low Income Groups; Minority Groups; *Parent Participation; *Private Schools; *Public Schools; *School Choice; School Demography; Urban Areas
IDENTIFIERS	*San Antonio Independent School District TX

ABSTRACT

This report describes the collection of baseline demographic data for a 3-year study of private and public school choice programs in San Antonio, Texas, for grades 1-8. The two choice programs involved are: (1) the privately funded Children's Education Opportunity Foundation (CEO) program providing partial scholarships to low-income children for use in private and out-of-district public schools; and (2) a districtwide multilingual public school choice program offered by the San Antonio Independent School District (SAISD). The baseline data report encompasses both choosers and nonchoosers. Findings show that both programs primarily serve Hispanic families. Anglos are slightly overrepresented among CEO-choosing families. African-Americans are slightly overrepresented in the multilingual program. The CEO program primarily serves low-income families, while the SAISD multilingual program serves a wider income range. Choosing families are better educated and have higher incomes, fewer children, more female parents in the work force, and higher educational expectations for their children than nonchoosing families. Over half the choosing students are females; almost two-thirds of nonchoosing students are males. CEO parents selecting private sectarian schools are more involved in religious activities than either multilingual or nonchoosing parents. Both choosing and nonchoosing families highly value education, compared to other goals. Particpating CEO parents were satisfied with the scholarship amount. The discussion is accompanied by 32 tables and an executive summary. (MLH)

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WHO CHOOSES AND WHY?

Baseline Demographic Data Report
San Antonio School Choice Research Project

June 1993

Center for the Study of Education Reform

College of Education

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WHO CHOOSES AND WHY?

Baseline Demographic Data Report
San Antonio School Choice Research Project

June 1993

Valerie Martinez
Assistant Professor of
Political Science and
Principal Investigator

Frank R. Kemerer
Regents Professor of Education
Law and Center Director

Kenneth Godwin
Department Chair and
Professor of Political
Science

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EXECUTIVE SUMMARY

This report describes the collection of baseline demographic data for a three-year study of private and public school choice programs in San Antonio, Texas. It answers the questions: Who are the choosers? Why do they choose? How do choosers and nonchoosers differ? and, How do private school choosers differ from public school choosers?

Two choice programs are the focus of the study. The first is the privately funded Children's Educational Opportunity (CEO) Foundation program providing partial scholarships to low-income children for use in private and out-of-district public schools. The second is a district-wide multilingual public school choice program offered by the San Antonio Independent School District (SAISD).

This baseline data report encompasses both choosers and nonchoosers. The choosers include the following families: 1) those enrolling their child in a private school with the assistance of a CEO scholarship, 2) those applying for a CEO scholarship for their child but placed on a waitlist because of limited funding, 3) those offered a CEO scholarship for their child but deciding not to accept it, 4) those choosing the SAISD multilingual program for their child and enrolling, and 5) those choosing the SAISD multilingual program but not enrolling because of limited space. The nonchoosers are those families whose children attend neighborhood public schools in the SAISD district.

The data were collected during the fall and winter of 1992-93. Key findings from the research are:

1. The CEO program and SAISD multilingual program primarily serve Hispanic families. Anglos are slightly overrepresented among CEO choosing families with respect to their numbers in the San Antonio urban student population. African-Americans are slightly overrepresented in the multilingual program.

2. The CEO program generally serves low income families, while the SAISD multilingual program serves a wider range of income levels.

3. Choosing families are better educated, have higher incomes, and, for female parents or guardians, are more likely to be employed than nonchoosing families.

4. A majority of both choosing and nonchoosing parents are married.

5. More than half of the choosing students are females. Almost two-thirds of the nonchoosing students are males.

6. CEO parents who chose private sectarian schools for their children are more involved in religious activities than either multilingual parents or nonchoosing parents.

7. Choosing parents are likely to have fewer children than nonchoosing parents and to be somewhat more involved in their children's education.

8. Choosing families have higher educational expectations for their children than nonchoosing families. More than half of choosing families expect their children to attend professional or graduate schools compared with less than one-quarter of nonchoosing families.

9. Both choosing and nonchoosing families place considerable importance on the value of education in comparison with other goals.

10. Satisfaction levels with prior schooling are highest among CEO parents whose children were previously enrolled in private schools and among SAISD multilingual parents. Satisfaction levels with prior schooling are lowest among CEO parents whose children were previously enrolled in public school.

11. The most frequently cited sources for information about the CEO scholarship program are the newspaper and private schools. For the SAISD multilingual program, it is school teachers/counselors and public schools.

12. Both CEO and multilingual families cite educational quality as the most important reason for selecting the programs.

13. Most CEO parents receiving scholarships would not send their child to a public school even if they could select the school. CEO parents whose children declined or dropped out of the CEO program find choosing a public school much more appealing.

14. A majority of CEO parents who did not accept their scholarship cite insufficient financial resources as a major reason.

15. Participating CEO and multilingual families are highly satisfied with program information and assistance from program administrators. Families who were waitlisted are less satisfied. Families who declined the CEO scholarship offer are satisfied with program information but less satisfied with administrative assistance.

16. Participating CEO families are overwhelmingly satisfied with the amount of the scholarship. A sizable percentage of CEO families who were waitlisted or dropped out of the program are dissatisfied with the scholarship amount.

The next phase of the research will examine the impact of the school choice programs over a three-year period on student achievement and socialization experiences, on student and family satisfaction levels, and on both the chosen schools and schools losing students to choice programs.

Who Chooses and Why

San Antonio School Choice Project
June, 1993

Valerie Martinez, Frank R. Kemerer, Ken Godwin

INTRODUCTION

Giving parents the opportunity to choose the schools for their children has become a major policy option, particularly in the context of urban education. Despite growing interest in open enrollment and special emphasis programs in public school or tuition vouchers encompassing private schools, we know little about the characteristics of families who exercise choice in comparison with those who do not. Additionally, debate continues on whether past findings of the effectiveness of private schools and/or public choice programs stemmed from the characteristics of the schools or from the characteristics of the enrolled students and their families. While a few existing studies examine the effects of school choice among Anglos and African-Americans, there is little attention paid to the consequences of choice for Hispanics, the category of students in the United States most at risk in education. By adding to the available knowledge concerning the differences between choosing and non-choosing families and by focusing on a Hispanic majority population, we expect to provide valuable factual evidence to the ongoing consideration of school choice.

The location of our study is San Antonio, Texas. San Antonio is an ideal site for investigating the consequences of

school choice, especially for low-income, minority families. More than 70 percent of San Antonio urban school children are Hispanic and approximately 85 percent are from minority ethnic groups (Pride and Poverty: A Report on San Antonio, Partnership for Hope, 1991). In 1991, an estimated 18 percent of low-income families residing in the San Antonio Independent School District (SAISD) chose to send their children to private schools, while an additional 2 percent participated in the district's multilingual choice program. In Fall 1992, the Children's Educational Opportunity (CEO) Foundation increased the availability of private-school choice for low-income families by providing partial scholarships to more than 900 children in San Antonio and throughout Bexar County.

With the full cooperation of the SAISD and Children's Educational Opportunity Foundation, we began a comprehensive three-year evaluation of school choice in San Antonio in August 1992. Since that time, we have collected most of the necessary baseline data to lay the foundation for our longitudinal study. This report presents a preliminary analysis of those data. The paper does not gauge the effects of the programs on student achievement or assess any component of the choice programs. The purpose of this preliminary report is to answer the questions: Who are the choosers? Why do they choose? How do choosers and non-choosers differ? and, How do private school choosers differ from public school choosers?

The Choice Programs

The Children's Educational Opportunity (CEO) scholarship program, initiated by the Texas Public Policy Foundation in 1992, offers tuition scholarships to low-income families in San Antonio so that they may enroll their children in private or public schools of their choice in Grades 1-8.[1] Only students who qualify for free or reduced lunches are eligible, using federal financial guidelines. The scholarships cover half of a school's tuition, with a maximum of $750. While low by private school standards in many parts of the country, the CEO scholarship has real value in San Antonio where the average elementary school tuition is less than $1,100. The average CEO scholarship is $575.

Contributions from corporations in the San Antonio area underwrite the CEO program and guarantee continued funding for three years. The CEO program is similar to the Educational Choice Charitable Trust scholarship program initiated in Indianapolis by the Golden Rule Insurance Company. The primary difference is that the students served in San Antonio are predominantly Hispanic, whereas the students in the Indianapolis program are primarily Anglos and African Americans.

In the 1992-93 school year, the CEO Foundation provided 936 students with scholarships. Recipients were selected on a first-

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[1] No student was admitted to a public school in the fall of 1992 when the program was implemented. Several students applied as out-of-district students to attend public schools, but the schools already had waitlists.

come, first-chosen basis. Approximately half of the scholarships went to families whose children had previously attended public school. By design, the other half of the scholarships were granted to eligible families whose children were already enrolled in private schools. Of the total enrollees, approximately 60 percent enrolled in Catholic schools, 20 percent in nondenominational schools, 10 percent in Baptist schools, 1 precent in nonsectarian schools, and the remainder in religious schools of various denominations. The scholarship program was and remains heavily oversubscribed. At the time this demographic study was undertaken, there were over 800 students on the waitlist.

The San Antonio Independent School District has an enrollment of 60,156 students. Eighty-one percent are Hispanic, 12 percent are African-American, and 7 percent are Anglo. Approximately 80 percent of the district's students receive free or reduced-price meals. Most of the district lies within the incorporated city limits of San Antonio.

SAISD initiated its multilingual program in the early 1980s to enhance the district's foreign language offerings. The multilingual program is a continuous seven-year program of foreign language instruction beginning in the sixth grade. Students first make application in the fifth grade. They are admitted on the basis of superior academic performance as evidenced in test scores, grades, and teacher recommendations. The multilingual program includes instruction in the same

essential elements required in all Texas public school districts as well as language enrichment through honor classes, accelerated pacing, and individualized instruction. For the 1992-93 school year, SAISD admitted 675 students to the multilingual program. Another 307 students applied for the program, but were not admitted due to enrollment limitations.

Data Collection

In August-September 1992, we sent mail questionnaires to five groups of choosing families: (1) those whose children enrolled in the SAISD multilingual program, (2) those whose children applied to the SAISD multilingual program but could not enroll due to limited space, (3) those whose children received CEO scholarships and enrolled in private schools, (4) those whose children received the CEO scholarship but declined to participate or dropped out of the program, and (5) those whose children were placed on the waiting list for CEO scholarships. At the time of the survey, all of the children on the CEO waiting list were already enrolled in private schools. We made available English and Spanish versions of the questionnaires. A second mailing to nonrespondents resulted in an overall response rate of 47 percent for the choosing families (see Table 1). Response rates ranged from 68 percent for families receiving CEO scholarships to 32 percent for families whose children had been placed on the multilingual program waitlist (see Table 1).

In addition to the above groups, during January-February 1993, we surveyed by telephone a stratified random sample of nonchoosing SAISD families whose children attended neighborhood public schools.[2] Using bilingual interviewers and making questionnaires available in both English and Spanish, we obtained a response rate of 39 percent.

The combined dataset of the six groups includes information on 2,802 families. Of the CEO respondents, 283 were from communities with socioeconomic characteristics and ethnic composition not comparable with the San Antonio Independent School District.[3] All the multilingual respondents and the nonchoosing families reside in the San Antonio district. SAISD nonchoosing families comprise 49 percent of the respondents. The other 51 percent are choosing families (see Table 1).

The survey instruments requested standard socioeconomic and demographic information and asked questions regarding children's past educational experiences, extent of parental involvement with their children's education, and the importance of education relative to other values and goals. The questionnaires to choice families additionally requested information about how families

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[2] Questionnaires were mailed to these families when telephone numbers were unavailable. Otherwise all nonchoice families were surveyed by telephone. The sample size of 3,500 students was stratified by grades K thru 8.

[3] Where the responses of these 283 families are significantly different from the other CEO families, these differences are noted in this report and in the corresponding tables. These families are referred to hereinafter in the report as "noncomparable CEO families."

learned of the program and factors considered in making the decision to participate. The survey instruments were adapted from those used by Wisconsin University Professor John Witte to evaluate the ongoing Milwaukee private-school voucher program, the nation's only state-funded voucher experiment. Use of these instruments enables comparisons to be made between the Milwaukee and San Antonio school choice programs.

CHARACTERISTICS OF CHOOSING VERSUS NONCHOOSING FAMILIES

Race and Ethnicity

San Antonio is a heavily Hispanic community. Thus, it is not surprising that three-fourths of participants in both choice programs are Hispanic. A slightly greater percentage of nonchoosing students are Hispanic (81 percent, see Table 2A). Fifteen percent of the multilingual students are African American, compared to 6 percent in the CEO program. Nineteen percent of the CEO students are Anglo, compared to 6 percent in the multilingual program. When the 283 noncomparable CEO families are excluded, Hispanic representation increases 10 percent and Anglo representation decreases 7 percent (see Table 2B). Thus, while both choice programs are heavily Hispanic, African-Americans are slightly overrepresented in the multilingual program and Anglos are slightly overrepresented in the CEO program compared to the SAISD student population.

Family Education, Employment, Occupation, and Income

One of the concerns regarding school choice is that better educated, higher income families are more likely to participate in choice opportunities. Our data tend to support this expectation. Choosing parents or guardians[4] are more likely to have completed some college than nonchoosing parents. Over half of the female and male heads of CEO families report attending or graduating from college (see Table 3). For multilingual parents, the comparative figures are 37 percent (females) and 42 percent (males). This compares with less than 20 percent for nonchoosing parents. Over one-quarter of the nonchoosing parents have less than a 9th grade education. Interestingly, for all three sets of families, the difference between the educational achievement of male and female parents is small.

Choosing mothers or female guardians[5] are more likely to be employed in full-time or part-time jobs than nonchoosing mothers. Sixty percent of multilingual mothers, 44 percent of CEO mothers, and 42 percent of nonchoosing mothers report full-time employment. Unemployment is highest among the nonchoosers. Forty-four percent of this group say they are currently unemployed in comparison with 34 percent of CEO mothers and 26 percent of multilingual mothers (see Table 4). Among fathers or

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[4] Hereinafter the term "parents" refers to "parents or guardians."

[5] Hereinafter the term "mothers" refers to "mothers or female guardians."

male guardians[6], the difference in levels of unemployment are minimal (see Table 4). The only notable difference in male employment status is that a greater percentage of multilingual fathers are working only part-time. More than twice as many nonchoosing families compared to choosing families are receiving some form of federal assistance (35 percent for nonchoosers, 16 percent for multilingual families, and 15 percent for CEO families; see Table 5).

The occupations of choosing parents differ somewhat from those of nonchoosing parents. Nonchoosing mothers are more likely to be homemakers, whereas choosing mothers are more likely to hold professional, managerial, or highly technical skilled positions (see Table 6). More choosing mothers also work in clerical positions. While the majority of both choosing and nonchoosing fathers work as laborers, a greater percentage of CEO fathers are professionals, managers, or "high-tech" employees.

The CEO scholarship program targets low-income families, and survey results indicate that 23 percent earned less than $10,000 a year; the largest percentage -- 43 percent -- earned between $10,000 - $20,000 (see Table 7A). Surprisingly, 34 percent report family incomes over $20,000, including 1 percent with incomes over $35,000. There is no significant difference in these percentages when the 283 noncomparable CEO families are excluded (Table 7B). When household size is considered, the

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[6] Hereinafter the term "fathers" refers to "fathers or male guardians."

overwhelming majority of CEO participating families have incomes below the federal need-based guidelines (see Tables 8 and 9). Only seven families do not appear to qualify for free or reduced-price lunches and thus, do not legitimately qualify for participation in the CEO program.

Though the SAISD multilingual program is not limited to low-income families, a quarter of the participants report incomes of less than $10,000 a year (see Table 7A). Fifteen percent, however, report incomes over $35,000 a year. Thus, the multilingual program serves a greater distribution of income levels than the CEO program. Given the rate of female unemployment and federal assistance among nonchoosing families, it is not surprising that their levels of income are the lowest. Over one-third report family incomes of less than $10,000, including 21 percent with incomes below $5,000.

While the income levels of San Antonio choosing families are not high, they are significantly higher than the families involved in the Milwaukee state-funded private-school voucher program (MVP, see Table 7). Two reasons partially account for these differences. First, all MVP and CEO families must qualify for the Federal School Lunch program. There are no financial criteria for participating in the multilingual program. Second, Wisconsin requires parents to sign an affidavit that they qualify. CEO asked the private schools to verify the family incomes of their CEO students.

Marital Status, Gender and Number of Children

The majority of choosing and nonchoosing parents in our study are married (see Table 10). By contrast, single parents constitute the largest percentage in the Milwaukee private-school voucher program. The contrast may be attributable to cultural or religious differences between Hispanic and African-American populations. (Note: a majority of the MVP families are African-American.) Overall differences in marital status among San Antonio choosing and nonchoosing families are negligible except in the case of divorce: 21 percent of CEO parents are divorced, 14 percent of SAISD multilingual parents, and only 11 percent of nonchoosing parents.

Our data do not support conventional wisdom that parents are more likely to invest in the future of male children and, consequently, are more likely to emphasize and commit resources to their sons' educations. Among the choosing families, a greater percentage of the students are females -- especially among the public-school choosing families (65 percent). Male students are more frequently found in nonchoosing families (see Table 11).

Choosing families are more likely to have fewer children than nonchoosing families (see Table 12). Forty-five percent of families involved in the CEO program and 40 percent involved in the multilingual program have one or two children. For nonchoosing families, the figure is 29 percent. Forty-three percent of nonchoosing families report having four or more

children. This compares with 32 percent for multilingual families and 30 percent for CEO families.

Religious Preference

All three respondent groups are heavily Catholic -- 80 percent of nonchoosing families, 66 percent of multilingual families, and 63 percent of CEO families (see Table 13A). When the noncomparable CEO families are excluded, the percentage who are Catholic increases 11 percent and the percentage who are Protestant decreases 4 percent (see Table 13B). A greater percentage of multilingual and CEO families are Protestant than nonchoosing families. Twenty-eight percent of the CEO families report that they are evangelical/fundamentalist in their religious beliefs (note: this question was asked only of CEO families).

Differences are readily apparent with regard to the religious practices of the three respondent groups. CEO families are twice as likely to attend religious activities more than once a week as are either multilingual or nonchoosing families (see Table 14). Only 19 percent of CEO respondents say they attend once a month or less, as compared with 43 percent of nonchoosing families and 37 percent of multilingual families. Thus, religious observance plays a greater role in the lives of CEO families than the other two respondent groups. The importance of religion to these families appears to be apparent in their choice of private sectarian schools for their children, although the

absence of nonsectarian schools at the same tuition level in their neighborhoods may limit choice options.

In sum, except for marital status, San Antonio choosing families differ somewhat from nonchoosing families. Choosing families are better educated, have higher incomes, and have fewer children than nonchoosing families. Families who participate in the CEO program are more involved in religious activities than either multilingual or nonchoosing families.

VIEWS ABOUT THE IMPORTANCE OF EDUCATION

Both choosing and nonchoosing families place considerable importance on the value of education in comparison with other goals, such as having enough money, having a good place to live, having a good job, maintaining religious practices, and maintaining ethnic traditions (see Table 15). Interestingly, nonchoosing families value education more highly relative to alternative goals than do either the multilingual or CEO families. This is particularly noticeable with regard to religion. Although 49 percent of nonchoosing families see education as more important than maintaining religious practices, only 28 percent of multilingual families and 16 percent of CEO families do so. As noted above, the fact that religion is important to CEO families may be reflected in their choice of sectarian private schools. The value of religion is not reflected in the educational decisions of multilingual families,

since as public institutions the multilingual schools are secular.

Why nonchoosing families report placing a higher value on education than on other goals is not clear. It may be that choosing families are more likely than nonchoosing families to view education as a means to an end. This issue awaits further study in later stages of the research.

Important differences emerge from the baseline surveys between choosing and nonchoosing families with regard to educational expectations for their children (see Table 16). Nonchoosing families have modest expectations, while choosing families have much higher expectations. Twenty-nine percent of the nonchoosing families expect that the highest educational achievement for their children will be a high school diploma. This compares with 4 percent for multilingual families and 3 percent for CEO families. Over 40 percent of all three sets of parents expect their children to graduate from college. However, 52 percent of choosing families expect their children to attend graduate or professional school. By contrast, only 17 percent of nonchoosing families expect their children to do so.

In sum, while nonchoosing families place a higher value on education over other goals than do choosing families, the latter hold significantly higher educational expectations for their children.

EXPERIENCE OF FAMILIES WITH PRIOR SCHOOLS

SAISD multilingual parents report the highest levels of satisfaction with the public school their child previously attended (see Table 17). This is most evident with regard to the performance of the school principal and to the amount the child learned (60 and 55 percent of the multilingual parents, respectively, say they were "very satisfied"). Fifty percent say they were very satisfied with discipline at the school.

The next most satisfied group is nonchoosing parents. The percentages indicating "very satisfied" with the previous school are somewhat lower than for multilingual families. For example, only 26 percent indicate that they were "very satisfied" with the principal's performance. While less enthusiastic than the multilingual families, the vast majority of nonchoosing families, like the multilingual families, express general satisfaction with the school their child attended in the previous year.

CEO parents who previously enrolled their children in public school express the most dissatisfaction (recall that half of the CEO scholarships went to these families, the other half to those already enrolled in private school). For example, 54 percent responded that they were dissatisfied or very dissatisfied with the general atmosphere of the former school, 48 percent with discipline in the school, and 42 percent with the amount their child had learned. Still, a sizeable majority indicates that they were satisfied or very satisfied in a number of areas, including opportunities for parent involvement (75 percent),

subjects taught (74 percent), textbooks (74 percent), principal's performance (69 percent), and teacher's performance (70 percent).

CEO parents whose children were enrolled in private schools the previous year were somewhat more satisfied with their prior school than the other groups of parents (see Table 18). They were significantly more satisfied than CEO parents whose children were previously in public schools, but their satisfaction levels are only marginally higher than multilingual parents.

A summary measure of parental satisfaction is best illustrated in the grades they assigned to their child's prior schools. Over half of CEO parents with children in private schools the previous year felt their child's school earned an "A" (see Table 19). Only 13 percent of these parents gave their prior schools an average to failing grade (C, D, or F). The grade distributions are similar for multilingual and nonchoosing parents (see Table 20). CEO parents whose children were previously in public schools assigned fewer A's and B's. Fifty-four percent gave the public school a C, D, or F.

We also asked parents how often they had contacted their previous school regarding such matters as their child's performance and behavior, doing volunteer work, and helping in the classroom. The patterns reveal considerable contact by private choosing parents and a reasonable amount by nonchoosing parents (see Table 21). Surprisingly, the least contact is evident among public choosing (multilingual) parents. Intensive interviews to be conducted in later stages of the research with

families from all three groups will reveal the nature of these contacts.

Among the three sets of families, nonchoosing parents were the least likely to be involved in parent/teacher activities in the previous school (see Table 22). A majority indicate no participation in activities of parent/teacher organizations or organizations dealing with school. By contrast, the most involvement is evident among CEO parents. Multilingual parents are less involved than CEO parents but more involved than nonchoosing parents.

CEO parents are consistently more likely to participate in the educational activities of their children than either multilingual or nonchoosing parents (see Table 23). For example, 57 percent say they help with their child's homework five or more times a week, 43 percent say they read with or to their child five or more times a week, and 40 percent say they help their child with math five or more times a week. Only a handful report no involvement in each of these areas.

A sizable percentage of nonchoosing parents also report high levels of participation in educational activities, but many report no involvement. Thus, though 35 percent say they help with their child's homework five or more times a week, 21 percent say they spend no time doing so. Twenty-three percent say they read with or to their child five or more times a week, while 29 percent spend no time in this endeavor. Forty-two percent spend no time helping their child with penmanship or writing. While

multilingual parents were more likely to participate in the educational activities of their children than were nonchoosing families, overall they were less involved than CEO parents.

In summary, CEO parents whose children were previously enrolled in private school and SAISD multilingual parents express the most satisfaction with their children's prior schools. The least satisfaction is expressed by CEO parents whose children previously attended public schools. Choosing parents seem to be more involved in their child's education than nonchoosing parents, as measured by their levels of participation in parent/teacher and parent/child activities. Yet, nonchoosing parents report contacting their child's school with more frequency than many choosing parents. Intensive interviews with the families should illuminate the true nature of these contacts and provide us with a better understanding of parental involvement among the different groups of families.

FACTORS INFLUENCING THE CHOICE DECISION

For multilingual families, the most important reasons for choosing the multilingual program are educational quality and availability of special programs. The least important are frustration with public schools and financial considerations (see Table 24). For CEO families, the most important reason for choosing private schools is educational quality. Fully 90 percent give quality a "very important" rating. The comparable percentage for multilingual families is 76 percent. Also rated

very important for CEO families are discipline at the chosen school (81 percent), general atmosphere in the chosen school (79 percent), religious training (81 percent), and financial considerations (73 percent). Sixty-three percent of the CEO families list frustration with the public schools as a very important reason for their choice. Only 18 percent of multilingual families rate this factor as very important.

Choice families vary little by race/ethnicity in rating these factors (see Table 25). The ranking of "very important" factors for Hispanic, African-American, and Anglo families is similar with two exceptions. Anglos give frustration with public schools a higher ranking and school location a lower ranking than Hispanics or African-Americans.

The frustration levels of CEO families with public schools is apparent in their response to the final question on their questionnaire: If more choice were made available within the public school sector, would CEO families take advantage of it? Eighty-one percent of CEO families whose children were either currently participating or waitlisted in the fall of 1992 say they would not. Only 19 percent say they would (see Table 26).

Among those parents whose children declined or dropped out of the CEO program, the idea of being able to choose the public school for their child is much more appealing. Sixty-nine percent say they would send their child to a public school if they could select the school. Their support for this idea is not surprising when the reasons they indicated for not participating

in the CEO program are considered. Insufficient financial resources was the most frequently noted reason for declining or dropping out of the CEO program (57 percent). Problems associated with the CEO application process was the second most mentioned reason (see Table 27). Nine percent decided not to participate because they were not admitted to the private school choice of their choice (i.e., the school did not accept their child's application due to space limitations or academic standards). Interestingly, 11 percent selected other choice options within public schools or non-CEO private schools.

HOW FAMILIES LEARNED ABOUT CHOICE PROGRAMS AND THEIR LEVELS OF SATISFACTION

We asked CEO and multilingual families how they learned about the choice program. CEO families cite a number of sources. The most frequently mentioned is the newspaper (see Table 28). Fifty-four percent identify this source, not surprising in that the San Antonio newspaper was a primary source for information and application forms. Thirty-nine percent cite private schools (recall that half the CEO scholarship recipients were already enrolled in private schools). About 25 percent of the respondents also cite school teachers/counselors, and friends and relatives. Only 1 percent say public schools were a source of information about the CEO program.

For multilingual families, information sources are less numerous. The most cited is school teachers/counselors (72

percent), followed by public schools (64 percent). Since the multilingual program is offered by the San Antonio Independent School District, these responses are to be expected. About 20 percent also cite friends and relatives. All other sources are of marginal importance.

We also asked CEO and multilingual families to indicate their levels of satisfaction with choice program information and assistance. Both groups are highly satisfied. The highest level of satisfaction is expressed by CEO families whose children participate in the program (see Tables 29 and 30). Sixty-six percent say they were "very satisfied" with information they received about the program and with assistance they received from CEO program administrators. For multilingual families whose children are participating, 48 percent were "very satisfied" with the information they received and 45 percent were "very satisfied" with administrative assistance. For both groups, the levels of satisfaction are lower for families whose children were waitlisted.

Even though they declined the CEO scholarship, 65 percent of those responding to the survey were "very satisfied" with the information provided (see Table 29). They were somewhat less satisfied with the assistance they received from program administrators (see Table 30).

How satisfied are CEO families with the assistance they received from the private schools they applied to? Ninety-two percent of those whose children are enrolled in the program say

they are "satisfied" or "very satisfied" with assistance from the private schools (see Table 31). Those whose children were waitlisted are somewhat less satisfied or had no opinion. Declining families were not asked this question.

How satisfied are CEO families with the amount of the scholarship? Ninety-six percent of participating families are "satisfied" or "very satisfied" (see Table 32). For those CEO families whose children are waitlisted, satisfaction with amount of the scholarship is considerably less. Only 38 percent say they are "satisfied" or "very satisfied," while nearly a quarter express dissatisfaction. Of the latter, 19 percent say they are "very dissatisfied." Undoubtedly, some of the dissatisfaction is attributable to the fact that their children did not receive a scholarship. However, dissatisfaction is also high among those who declined to participate in the program. For many families, especially those with more than one or two children, the size of the scholarship may be inadequate.

SUMMARY

The first task in our study of the consequences of school choice policy has been to investigate the socioeconomic background and attitudes of the families involved. This report provides an overview of the findings. The next task will be to learn more about family educational decision making and how school choice affects student achievement and socialization. Intensive family interviews will deepen our understanding of what

motivates a family to make educational decisions for their children and the degree to which they are pleased with their schools. On-site case studies will provide information about schooling characteristics and the effect of school choice on schools. And the presence in the baseline data of students in choice schools, on waitlists, and in attendance-zone neighborhood schools will enable us to provide answers to important questions about student learning: Which type of school has the most impact on student achievement? What is it about the school that promotes higher achievement? Do family characteristics have a greater impact on student achievement than schooling characteristics? These and other questions will be the concern of future reports.

Table 1. Sample Size (as of September 1992), Response Rate, and Percentage of Total Respondents for Family Groups

Family Groups	Sample Size	Completed Surveys	Response Rate	Percentage of Total Respondents
Choosers				
CEO Participants	900	608	68	22
CEO Waitlist	822	270	33	10
CEO Decliners/ Dropouts/ Refusals*	353	116**	33	4
Multilingual Participants	675	336	50	12
Multilingual Waitlist	307	97	32	3
Total for Choosers	3057	1427	47	51
Nonchoosers				
SAISD	3500	1375	39	49
Total Number of Families	6557	2802	43	100

*Includes: families whose children were accepted in the CEO program but declined to participate (decliners), families whose children initially accepted the CEO scholarship but later dropped out of the program (dropouts), and families whose children were not accepted in the CEO program because they did not qualify for the Federal Lunch Progam (refusals).
**Includes completed surveys from 68 "declining" families and 48 "drop out" families. None of the "refusing" families returned their surveys.

Table 2A. Race/Ethnicity of Choosers/Nonchoosers (in Percentages)

Race/Ethnicity	Choosers: Public (Multilingual)	Choosers: Private (CEO)	Nonchoosers (SAISD)
Hispanic	77	74	82
African-American	15	6	13
Anglo	6	19	4
American-Indian	0	<1	0
Asian	<1	<1	1
Other	2	1	<1
(N)	402	962*	1347

* Includes 283 familes who live outside of communities comparable in socioeconomic status and ethnic diversity to SAISD.

Table 2B. Race/Ethnicity of Choosers/Nonchoosers in Communities Comparable to SAISD (in Percentages)

Race/Ethnicity	Choosers: Public (Multilingual)	Choosers: Private (CEO)	Nonchoosers (SAISD)
Hispanic	77	84	82
African-American	15	4	13
Anglo	6	12	4
American-Indian	0	1	0
Asian	<1	<1	1
Other	2	<1	<1
(N)	402	681	1347

Question: "What is your child's racial identity?"

Table 3. Educational Level of Parents by Choosers/Nonchoosers (in Percentages)

FEMALES

Education Level	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Less than 9th grade	14	4	28
Some High School	9	7	26
High School Graduate	39	34	28
Some College	31	48	16
College Graduate	6	7	3
(N)	404	955	1335

MALES

Education Level	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Less than 9th grade	14	7	28
Some High School	12	9	22
High School Graduate	33	31	30
Some College	32	42	15
College Graduate	10	12	4
(N)	291	678	1043

Question: "What is your highest level of education completed?"

Table 4. Parent Employment Status of Choosers/Nonchoosers (in Percentages)

FEMALES

Employment	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Full-time	60	44	42
Part-time	14	22	14
Unemployed	26	34	44
(N)	344	810	1008

MALES

Employment	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Full-time	52	61	60
Part-time	20	16	12
Unemployed	28	23	29
(N)	139	372	592

Table 5. Female Parent or Guardian Receiving Federal Assistance by Choosers/Nonchoosers (in Percentages)

	Choosers		Nonchoosers
Federal Assistance (AFDC or Medicaid)	Public (Multilingual)	Private (CEO)	(SAISD)
Yes	16	15	35
No	84	85	65
(N)	380	878	1309

Table 6. Parent Occupation by Choosers/Nonchoosers (in Percentages)

FEMALE

Occupation	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Professional/Managerial			
High Technological	26	25	17
Clerical	17	25	6
Service	19	18	22
Labor	7	2	7
Homemaker	26	26	39
Student	3	2	1
Retired	1	<1	1
Other	1	2	8
(N)	342	852	1106

MALE

Occupation	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Professional/Managerial			
High Technological	17	23	12
Clerical	8	3	4
Service	18	13	19
Labor	47	49	54
Homemaker	1	1	1
Student	<1	2	1
Retired	1	1	3
Other	8	9	8
(N)	239	564	874

Table 7A. Annual Family Income by Choosers/Nonchoosers (in Percentages)

Family Income*	Choosers: Public (Multilingual)	Choosers: Private (CEO)	Nonchoosers: Milwaukee Voucher Pr.	Nonchoosers: (SAISD)
0 - $4,999	15	11	18	21
$5,000 - $9,999	10	12	42	18
$10,000 - $19,999	32	43	27	34
$20,000 - $34,999	27	33	13	20
$35,000 +	15	1	0	7
(N)	404	967**	359	1081

* Income categories shown are those used in the Milwaukee Voucher Program evaluation.
** Includes 283 families who live outside of communities comparable in socioeconomic status and ethnic diversity to SAISD.

Table 7B. Annual Family Income by Choosers/Nonchoosers in Communities Comparable to SAISD(in Percentages)

Family Income	Choosers: Public (Multilingual)	Choosers: Private (CEO)	Nonchoosers: Milwaukee Voucher Pr.	Nonchoosers: (SAISD)
0 - $4,999	15	13	18	21
$5,000 - $9,999	10	14	42	18
$10,000 - $19,999	32	43	27	34
$20,000 - $34,999	27	29	13	20
$35,000 +	15	1	0	7
(N)	403	688	359	1081

Question: "What is your household income range for one year?"

Table 8. Federal School Lunch Program Income Eligibility Guidelines

Your family qualifies for the "free" or "reduced price" lunch program if:

Household Size Is:	Annual Total Family Income Is Less Than:
1	$12,247
2	$16,428
3	$20,609
4	$24,790
5	$28,971
6	$33,152
7	$37,333
8	$41,514
For each additional family member add:	$4,181

* Adapted from CEO Student Application. Effective from July 1, 1991 to June 30, 1992 for the 48 contiguous United States, District of Columbia, Guam, and territories.

Table 9. Annual Income of CEO Participating Families by Household Size (in Frequencies/Percentages)

Household Size	0-4999		5K-9999		10K-19999		20K-34999		35K+		(N)
	N	%	N	%	N	%	N	%	N	%	
1	4	29	3	21	6	43	1	7	0	0	14
2	11	17	14	21	37	56	4	6	0	0	66
3	24	24	13	13	53	54	9	9	0	0	99
4	10	8	21	16	59	45	39	30	2	2	131
5	7	4	4	3	57	36	90	57	0	0	158
6	2	4	4	7	17	31	31	57	0	0	54
7	0	0	3	7	21	51	17	42	0	0	41
8+	2	11	1	5	7	37	9	47	0	0	19
(N)	107		108		250		200		2		578

Table 10. Marital Status of Choosers/Nonchoosers (in Percentages)

Marital Status	Choosers			Nonchoosers
	Public (Multilingual)	Private (CEO)	Milwaukee Voucher Pr.	(SAISD)
Married	64	63	24	63
Single	9	6	39	10
Separated	6	6	13	11
Divorced	14	21	16	11
Widowed	3	2	4	3
Living Together	4	1	6	2
(N)	406	983	360	1367

Question: "What is your marital status?"

Table 11. Gender of Student (in Percentages)

Gender	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Male	35	47	62
Female	65	53	38
(N)	422	994	1367

Table 12. Number of Children in Family by Choosers/Nonchoosers (in Percentages)

Number of Children	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
1	10	15	7
2	30	30	22
3	28	26	28
4 - 5	22	25	29
6 - 9	5	3	10
10+	5	2	4
(N)	424	1001	1375

Question: "What is the (total) number of children in your family?"

Table 13A. Religious Preference of Chooser/Nonchooser Families (in Percentages)

Religion	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)*	(SAISD)
Protestant	25	21	11
Catholic	66	63	80
Jewish	0	1	<1
Other	9	14	8
More Than One	<1	<1	<1
(N)	412	997**	769

*Among CEO families, 28 percent report that they are evangelical/fundamentalist.
** Includes 283 families who live outside of communities comparable in socieconomic status and ethnic diversity to SAISD.

Table 13B. Religious Preference of Chooser/Nonchooser Families in Communities Comparable to SAISD (in Percentages)

Religion	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
Protestant	25	17	11
Catholic	66	74	80
Jewish	0	<1	<1
Other	9	9	8
More Than One	<1	<1	<1
(N)	411	711	769

Question: "What is your religious preference?"

Table 14A. Religious Attendance of Chooser/Nonchooser Families (in Percentages)

Religious Attendance	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
More Than Once a Week	14	32	9
Once A Week	49	50	47
Once A Month	14	9	24
Only During Major Holidays	16	9	12
Never	7	1	7
(N)	406	994*	696

* Includes 283 families who live outside of communities comparable in socieconomic status and ethnic diversity to SAISD.

Table 14B. Religious Attendance of Chooser/Nonchooser Families Comparable to Communities in SAISD (in Percentages)

Religious Attendance	Choosers		Nonchoosers
	Public (Multilingual)	Private (CEO)	(SAISD)
More Than Once a Week	14	26	9
Once A Week	49	54	47
Once A Month	14	10	24
Only During Major Holidays	16	10	12
Never	7	1	7
(N)	405	708	696

Question: "How often do you attend religious services?"

Table 15. Importance of Education Compared to Other Goals Among Chooser/Nonchooser Families (in Percentages)

PUBLIC CHOOSERS (Multilingual)

Goals	Ed. More Important	Ed. As Important	Ed. Less Important	(N)
Having Enough Money	63	36	1	419
Good Place To Live	44	55	1	418
Having A Good Job	47	52	1	417
Maintaining Religious Practices	28	63	9	413
Maintaining Ethnic Traditions	42	55	3	416

PRIVATE CHOOSERS (CEO)

Goals	Ed. More Important	Ed. As Important	Ed. Less Important	(N)
Having Enough Money	69	31	<1	880
Good Place To Live	53	46	1	876
Having A Good Job	43	57	<1	872
Maintaining Religious Practices	16	71	12	872
Maintaining Ethnic Traditions	33	64	<1	865

NONCHOOSERS (SAISD)

Goals	Ed. More Important	Ed. As Important	Ed. Less Important	(N)
Having Enough Money	84	14	2	1362
Good Place To Live	66	32	3	1361
Having A Good Job	59	37	4	1356
Maintaining Religious Practices	49	45	7	1344
Maintaining Ethnic Traditions	54	42	4	1349

Question: "How would you rate the importance of education in your family compared to the following goals?"

Table 16. Educational Expectation for Child by Choosers/Nonchoosers (in Percentages)

	Choosers		Nonchoosers
Educational Level	Public (Multilingual)	Private (CEO)	(SAISD)
Some High School	<1	<1	3
Graduated High School	4	3	29
Vocational School	<1	2	3
College	43	44	49
Graduate/Professional School	52	52	17
(N)	419	992	1335

Question: "How far do you expect your child to go in school?"

Table 17. Parent Satisfaction with Prior PUBLIC School (in Percentages)

PUBLIC CHOOSERS (Multilingual)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	(N)
Teacher's Performance	47	48	5	1	375
Principal's Performance	60	35	5	1	373
Discipline in the School	50	40	7	2	377
Subjects Taught	53	43	4	0	380
Textbooks	39	55	5	1	368
Opportunities for Parent Involvement	44	51	6	<1	362
Location of School	36	44	12	5	369
Amount Your Child Learned	55	39	6	<1	378
General Atmosphere of School	35	55	8	2	373

PRIVATE CHOOSERS (CEO)[1]

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	(N)
Teacher's Performance	25	45	19	11	345
Principal's Performance	17	52	17	14	327
Discipline in the School	12	40	27	21	344
Subjects Taught	15	59	13	13	350
Textbooks	16	58	15	11	326
Opportunities for Parent Involvement	21	54	19	6	332
Location of School	39	51	6	4	346
Amount Your Child Learned	19	40	24	18	351
General Atmosphere of School	8	40	27	24	352

NONCHOOSERS (SAISD)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	(N)
Teacher's Performance	25	59	11	5	944
Principal's Performance	26	62	7	4	891
Discipline in the School	21	63	11	5	923
Subjects Taught	21	72	5	2	933
Textbooks	18	76	5	2	885
Opportunities for Parent Involvement	24	66	8	2	908
Location of School	29	63	6	2	950
Amount Your Child Learned	23	59	14	4	945
General Atmosphere of School	19	68	10	3	942

[1] Includes only CEO families whose child was in public school last year.

Table 18. Parental Satisfaction with Prior School among CEO Families (in Percentages)

CHILD ENROLLED IN PRIVATE SCHOOL THE PREVIOUS YEAR

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	(N)
Teacher's Performance	58	34	6	3	620
Principal's Performance	85	59	5	3	611
Discipline in the School	64	26	7	3	618
Subjects Taught	62	34	3	1	614
Textbooks	57	35	6	2	601
Opportunities for Parent Involvement	63	32	4	1	611
Location of School	63	34	2	1	606
Amount Your Child Learned	65	26	6	2	619
General Atmosphere of School	60	32	6	2	621

CHILD ENROLLED IN PUBLIC SCHOOL THE PREVIOUS YEAR

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	(N)
Teacher's Performance	25	45	19	11	345
Principal's Performance	17	52	17	14	327
Discipline in the School	12	40	27	21	344
Subjects Taught	15	59	13	13	350
Textbooks	16	58	15	11	326
Opportunities for Parent Involvement	21	54	19	6	332
Location of School	39	51	6	4	346
Amount Your Child Learned	19	40	24	18	351
General Atmosphere of School	8	40	27	24	352

Question: "How satisfied were you with the following in last year's school?"

Table 19. Grades Given to Prior Schools among CEO Families (in Percentages)

Grade for Prior School	Child Enrolled in Public School the Previous Year	Child Enrolled in Private School the Previous Year
A	16	52
B	29	34
C	34	10
D	12	2
F	8	1
(N)	347	621

Table 20. Grades Given to Prior PUBLIC Schools by Choosers/Nonchoosers (in Percentages)*

Grade for Prior School	Choosers		Nonchoosers
	Public (Multilingual)	Private[1] (CEO)	(SAISD)
A	46	16	45
B	43	29	35
C	11	34	13
D	1	12	3
F	0	8	2
(N)	409	347	1343

Question: "What overall grade would you give to your child's school last year?"

[1] Includes only CEO families whose child was in public school last year.

Table 21. Frequency of Parental Contact with Schools (in Percentages)

PUBLIC CHOOSERS (Multilingual)

	0	1-2	3-4	5 or more	(N)
Child's Academic Performance	30	45	16	9	410
Class Your Child Took	41	43	11	5	403
Doing Volunteer Work for the School	60	23	9	7	404
Providing Information For School Records	41	42	12	5	401
Child's Behavior	61	25	8	5	408
Helping In Classroom	69	20	6	4	406
Contact for Fundraising	45	36	12	6	404

PRIVATE CHOOSERS (CEO)

	0	1-2	3-4	5 or more	(N)
Child's Academic Performance	13	29	27	30	961
Class Your Child Took	31	34	19	16	951
Doing Volunteer Work for the School	26	31	19	24	957
Providing Information For School Records	22	51	17	10	950
Child's Behavior	34	34	16	17	959
Helping In Classroom	37	32	15	17	959
Contact for Fundraising	19	34	23	24	957

NONCHOOSERS (SAISD)

	0	1-2	3-4	5 or more	(N)
Child's Academic Performance	24	24	23	29	1349
Class Your Child Took	39	26	16	19	1337
Doing Volunteer Work for the School	64	15	8	13	1354
Providing Information For School Records	48	24	12	16	1345
Child's Behavior	42	24	14	20	1353
Helping In Classroom	68	15	7	10	1354
Contact for Fundraising	56	27	9	9	1347

Question: "How many times did you (or someone in your household) contact your child's previous school about each of the following?"

Table 22. Parental Involvement in Parent/Teacher Activities By Choosers/Nonchoosers (in Percentages)

Parental Involvement	Choosers				Nonchoosers	
	Public (Multilingual)		Private (CEO)		(SAISD)	
	Yes	No	Yes	No	Yes	No
Attend Parent/Teacher Conferences	62	38	92	8	75	25
Belong To A Parent/Teacher Organization	40	59	62	38	29	71
Attend Meetings Of Parent/Teacher Organization	58	42	83	17	51	49
Participate In Activities of Parent/Teacher Organization	39	62	74	26	30	70
Belong To Other Organization Dealing With School	26	74	42	58	12	88
(N)	406		970		1366	

Question: "Did you or your spouse/partner do any of the following at your child's school last year?"

Table 23. Parental Participation in Educational Activities (in Percentages)

NONCHOOSING PARENTS (SAISD)

	Times per Week				
	0	1-2	3-4	5 or More	(N)
Help With Child's Homework	21	23	21	35	1369
Read With Or To Your Child	29	26	22	23	1369
Work With Arithmetic Or Math	35	26	19	20	1359
Work On Penmanship Or Writing	42	23	16	20	1362
Watch Educational Programs On TV With Your Child	33	34	15	18	1366
Participate Together In Sports With Your Child	43	31	13	14	1366

PUBLIC CHOOSING PARENTS (Multilingual)

	Times per Week				
	0	1-2	3-4	5 or More	(N)
Help With Child's Homework	9	37	25	29	413
Read With Or To Your Child	28	37	18	16	412
Work With Arithmetic Or Math	24	36	22	17	410
Work On Penmanship Or Writing	46	29	11	15	408
Watch Educational Programs On TV With Your Child	21	45	18	17	406
Participate Together In Sports With Your Child	39	36	13	13	406

PRIVATE CHOOSING PARENTS (CEO)

	Times per Week				
	0	1-2	3-4	5 or More	(N)
Help With Child's Homework	3	15	25	57	985
Read With Or To Your Child	8	24	25	43	985
Work With Arithmetic Or Math	7	22	30	40	978
Work On Penmanship Or Writing	16	26	25	32	975
Watch Educational Programs On TV With Your Child	14	39	26	21	976
Participate Together In Sports With Your Child	23	41	19	17	977

Question: "How many times in a normal week did you participate in the following activities with your child?"

Table 24. Factors Affecting Decisions to Participate by Public/Private Choosers (in Percentages)

	Public Choosers (Multilingual)				Private Choosers (CEO)			
	Very Important	Important	Some Importance	Not Important	Very Important	Important	Some Importance	Not Important
Educational Quality in Chosen School	76	20	4	<1	90	10	<1	<1
Discipline in Chosen School	59	29	8	3	81	16	2	<1
General Atmosphere in Chosen School	56	31	10	3	79	19	2	<1
Financial Considerations	33	28	18	22	73	22	5	<1
Frustration with Public Schools	18	22	21	40	63	23	9	6
Special Programs in Chosen School	70	24	5	1	52	31	10	6
Religious Training[1]	NA	NA	NA	NA	81	15	4	1
Other Children in Chosen School	22	22	21	36	39	26	14	21
Location of Chosen School	33	24	26	18	50	30	13	7
(N)	396				956			

Question: "Please rate the importance of the following issues in your decision to participate in the Multilingual/CEO Program?"

[1] This question was asked only of the CEO participants.

Table 25. Factors Affecting Decisions to Participate in Choice Programs by Race/Ethnicity (in Percentages)

	Hispanic (N=900)				African-American (N=104)				Anglo (N=170)			
	Very Impt	Impt	Some-what Impt	Not Impt	Very Impt	Impt	Some-what Impt	Not Impt	Very Impt	Impt	Some-what Impt	Not Impt
Educational Quality in Chosen School	86	12	2	<1	83	13	4	<1	84	15	0	<1
Religious Training Available[1]	80	16	3	1	83	10	6	0	74	15	9	3
Discipline in Chosen School	76	18	4	2	67	23	6	4	72	23	3	2
General Atmosphere in Chosen School	74	20	5	1	63	25	9	4	74	25	<1	<1
Financial Considerations	62	24	7	7	54	25	8	13	53	25	19	3
Special Programs in Chosen School	60	29	8	3	55	37	6	2	47	24	17	12
Frustration with Public Schools	48	25	11	16	43	16	16	25	65	14	12	8
Location of Chosen School	47	28	15	10	44	31	18	7	29	26	25	20
Other Children in Chosen School	36	25	16	23	27	19	21	33	35	21	15	29

[1]This question was asked only of the CEO participants/waitlist; African-American (N=48), Hispanic (N=630), Anglo (N=150).

Table 26. If CEO Parent had the Choice of Any Public School Would He/She Keep Child in Public School? (in Percentages)

	CEO Participants	CEO Waitlist	CEO Decliners
No	81	81	31
Yes	19	19	69
(N)	597	255	112

Question: "Would you send your child to a public school if you could select the school?"

Table 27. Rationale for Declining or Dropping Out of The CEO Program (in Percentages)

Reasons	Frequency or Number of Mentions	Percent
Insufficient Financial Resources	47	57
Application Problems	14	17
Other School Choice	9	11
Not Admitted to Chosen Private School	8	9
Other Reasons	5	6
(N)	83	100

Table 28. How Choice Parents Learned About the Program (in Percentages)

	Public Choosers		Private Choosers	
	Yes	No	Yes	No
Newspapers	2	98	54	46
Television/Radio	2	98	15	85
Private Schools	1	99	39	61
Public Schools	64	36	1	99
Community Center	1	99	1	99
Friends/Relatives	20	80	23	77
Church	1	99	19	81
School Teachers/Counselors	72	28	28	72
(N)	424		885	

Question: "How did you learn about the CEO Scholarship Program?"

Table 29. Satisfaction with Information on the Choice Program (in Percentages)

	Public		Private		
	Participants	Wait-list	Participants	Wait-list	Decliners
Very Satisfied	48	43	66	34	65
Satisfied	41	30	30	39	22
Dissatisfied	6	11	2	14	8
Very Dissatisfied	1	5	1	5	5
No Opinion	3	11	1	9	0
(N)	316	93	604	260	116

Question: "How satisfied were you with the information on the CEO/ Multilingual program?"

Table 30. Satisfaction with the Amount of Assistance from Choice Program Administrators (in Percentages)

	Public		Private		
	Participants	Wait-list	Participants	Wait-list	Decliners
Very Satisfied	45	32	66	21	47
Satisfied	41	26	24	23	28
Dissatisfied	8	17	1	11	14
Very Dissatisfied	1	6	1	11	8
No Opinion	5	18	9	36	3
(N)	309	87	603	248	36

Question: "How satisfied were you with the assistance from CEO/ Multilingual Administrators?"

Table 31. Satisfaction with the Assistance from the Private School (in Percentages)

	CEO Participants	CEO Waitlist	CEO Decliners
Very Satisfied	64	28	NA
Satisfied	28	25	NA
Dissatisfied	3	10	NA
Very Dissatisfied	<1	7	NA
No Opinion	4	30	NA
(N)	599	251	NA

Question: "How satisfied were you with the assistance from school you applied to?"

Table 32. Satisfaction with the Amount of CEO Scholarship (in Percentages)

	CEO Participants	CEO Waitlist	CEO Decliners
Very Satisfied	65	22	2
Satisfied	31	16	13
Dissatisfied	3	5	7
Very Dissatisfied	<1	19	33
No Opinion	1	38	45
(N)	603	204	113

Question: "How satisfied were you with the amount of the CEO Scholarship?"